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of
Education

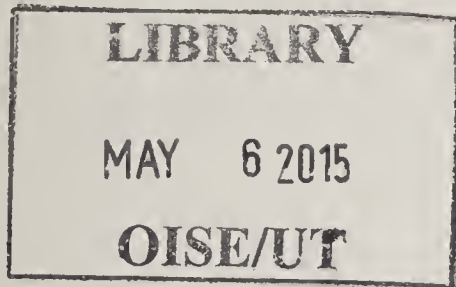
Hon. Bette Stephenson, M.D., Minister
Harry K. Fisher, Deputy Minister

Curriculum Ideas for Teachers

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Geography Intermediate Division



This resource document was developed by:

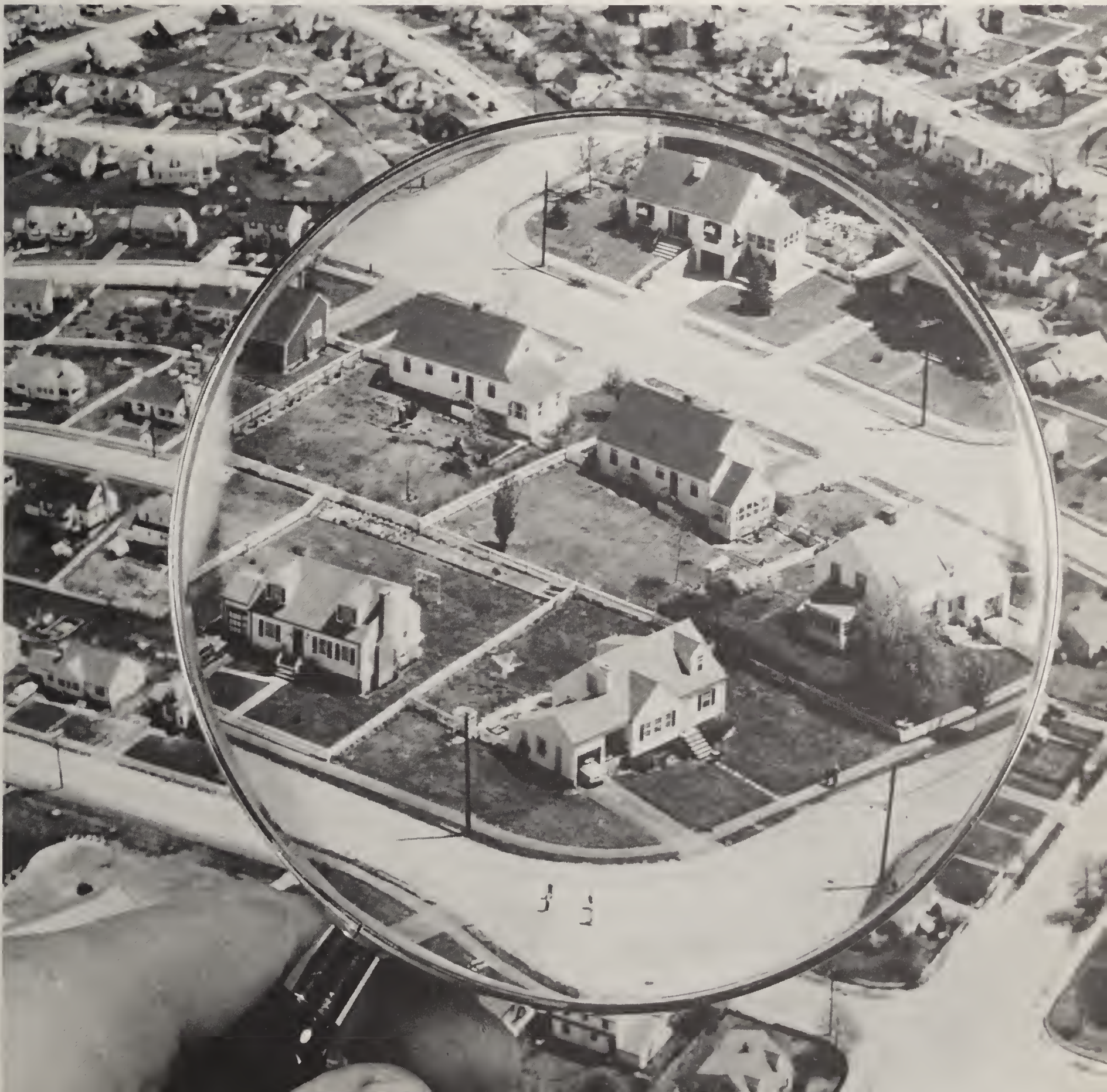
Robert H. Goddard, Education Officer, Ontario
Ministry of Education

Don Mackenzie, Peterborough Collegiate
Institute and Vocational School, Peterborough
County Board of Education

Robert Morrow, Jr., Highland Secondary School,
Wentworth County Board of Education

Murray Pearson, Armour Heights Public School,
Peterborough County Board of Education

Locality Studies



Locality studies are an integral component of both the North America and Canada courses described in the curriculum guideline for *Geography, Intermediate Division, 1977*. There are a number of important reasons for students in the Intermediate Division to undertake a study of their locality. Through carefully planned activities you may assist your students to:

- expand their knowledge of their locality;
- derive a body of information and concepts to which studies of other areas and topics may be related;
- develop and apply skills that are associated with geographic investigation, including the skills of observing, describing, recording, classifying, and making and testing hypotheses;
- identify and relate to local social and environmental issues;
- form positive attitudes about the unique qualities possessed by their locality;
- take pride in the accomplishments of their predecessors;
- develop a healthy commitment to community goals;
- weigh the opportunities and constraints of their locality in planning their futures.

Inevitably there will be a wide variation in localities across a province as vast and varied as Ontario. The precise definition of "locality" will rest with you. In some cases the areal extent will be determined by the maps or statistical data that are available for your county, township, city, borough, suburb, or neighbourhood. Some boundaries may be economic or physical. These are unlikely to follow traditional or political boundaries and may cut across county, township, and borough jurisdictions. The appropriateness of each activity suggested in this booklet may depend on whether your school is located in a rural, urban, or suburban setting. For this reason, a number of alternative strategies are suggested.

Locality studies may take place at any time during the school year. However, there are advantages in introducing some local-study activities early in the school year. These include the following:

- Weather conditions during September and October are often conducive to outdoor activities.
- The use of familiar material can start the year on a meaningful note.
- The groundwork for comparisons and contrasts of the local environment with unfamiliar environments is laid.

An introductory unit should be relatively brief. The initial objective is to have students examine a few significant characteristics of familiar surroundings in a fresh way rather than to have them absorb all possible facts about the community or to develop a full range of skills in a short period of time.



An alternative approach is to start the unit in September and return to it at appropriate intervals throughout the year. In this way the data required for topics such as local weather and climate may be recorded and used over a period of time. The use of locality studies to illuminate principles that emerge from studies in other regions is most effective if the information on both is studied at the same time. For example, a study of the functions of Montreal or New York will be more meaningful if it is preceded by a study of the functions of a local urban centre. As in the case of an introductory unit, the activities suggested are intended to be brief. Except where data are being gathered over a period of time, most activities should be accomplished in one or two periods of classroom time.

The planning of locality studies within a family of schools will provide a logical progression of content and skills with minimal repetition from year to year. The size of the area studied and the concepts and skills taught should proceed from small to large and from simple to complex. In all cases the study of the locality should develop a knowledge of the factors that make it unique and encourage students to take pride in that uniqueness.

The following strategies will help you to plan a unit in locality studies:

- Consult with the students' previous teachers in order to build on work already done.
- Refer to the support documents to *The Formative Years: Community Study*, *Out-of-Classroom Experiences*, and *Discover Ontario Through the Road Map*.
- Refer to the curriculum guideline entitled *Geography, Intermediate Division, 1977*, especially pages 9 and 26.
- Select the main ideas you wish to develop. Consultation among teachers of both elementary and secondary school classes will facilitate the choice of main ideas.
- Consider the interests of your students. If many of their parents work in a particular industry, plan to examine it in some detail. If the composition of the community is multicultural, studies of patterns of settlement and the contributions of ethnic groups may be given high priority.

- Capitalize on any unique characteristics of your community (e.g., outstanding physical characteristics of its site or prominent features of the landscape that have been created by humans).

- Select the skills to be emphasized. This unit lends itself particularly well to presenting and deriving information from such sources as statistics, graphs, charts, photographs, maps, diagrams, guests, and personal observation.

- Assemble the materials needed. The following resources will be useful:

- a) a topographic map of the local area (scale of 1:50 000);

- b) a large-scale map of the community at a scale of 1:25 000 for a town or a subdivision map at a larger scale (obtained from the local planning board). A tracing can be made of the main features on these maps, and copies of this simplified version can be used as the base map in many exercises. Copies for each student will ensure that little time is wasted in "busy work";

- c) a local history, if one has been written;

- d) historical maps. A map showing the earliest settlement in the area and another showing settlement in the earlier part of this century can be part of the topic "Growth";

- e) photographs, particularly those showing past and present views of the same subject;

- f) census data for the local area from which you can extract simplified statistics as required;

- g) senior citizens as speakers or sources of information.

Note: The objectives of the curriculum guideline and of the activities that are described in this resource document are intended to meet the needs of all Intermediate Division students, including exceptional children. Teachers should keep in mind, however, that these activities are only suggestions and should modify them as appropriate in order to meet the particular needs of their classes.



An Introductory Field Trip

A geography walk is an excellent means of establishing a geographical perspective for locality studies. It will allow you to:

- illustrate that geographic studies deal with reality;
- determine what geographic skills and knowledge your students already possess;
- establish that geography is concerned with *why things are where they are*;
- help your students discover that individuals may see different aspects of the same phenomena.

As early in the term as is feasible, take your students for a walk to a nearby physical feature such as a stream, hill, or rock outcrop. (See page 5 for an example.) They should be able to observe the feature at close quarters and preferably bring back small samples of materials found. Before leaving for the trip, students should be asked:

- to observe accurately;
- to develop some questions that a geographer would ask about the physical feature under observation; and
- to gather information that will help answer these questions.

A structured approach. Divide the class into groups and assign a specific task to each group. (See page 7 for an example.) All of the groups can follow the same pattern in completing their assignments. The following sequence is one possibility:

1. Students describe, as fully as possible, an aspect of the site (e.g., relief, drainage, soil composition, vegetation patterns, buildings, or land use).

The emphasis should be placed on using all the senses. You may find it valuable to prepare specific instructions for your students on what to look for and standard forms to use in recording observations. (See page 6.)

2. Students then record information in a variety of ways, such as charts, maps, sketches, profiles, cross sections (see page 8) and photos.

3. Students develop a short list of key questions relating to the things that the group has observed and recorded. The emphasis should be on the questions and not on the answers, for which they may not have enough data. (See page 7.)

Following the field trip, the groups can use the chalkboard or overhead projectors to share their questions with the rest of the class. To emphasize the importance of questions that stress relationships, the students' questions can be grouped in "what?", "where?", and "why?" categories. The questions that stress relationships will most often be the "why" questions. The students will probably realize that each group has observed a different aspect of the same physical feature, and that there was much more to be observed than any individual had thought.

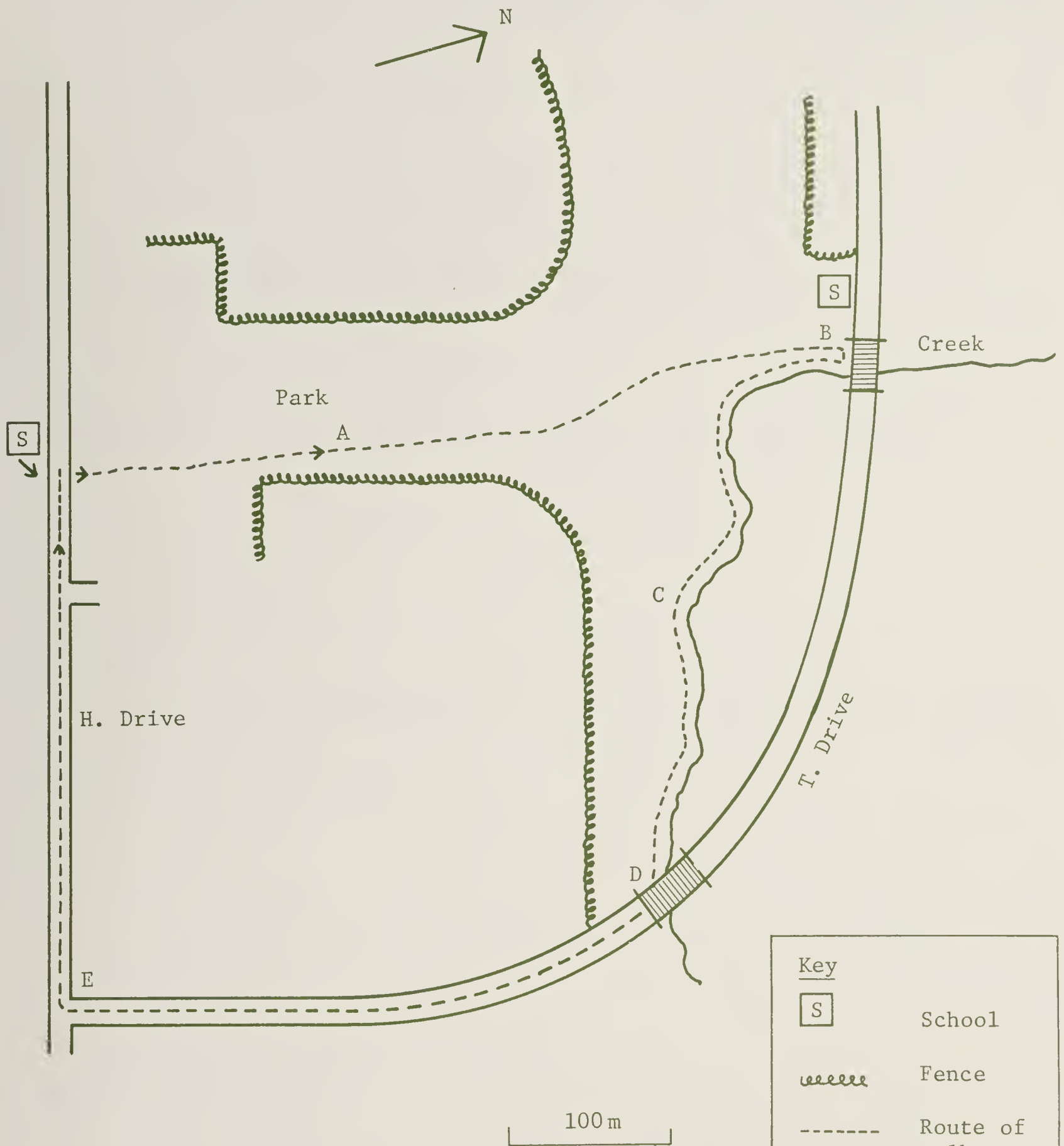
As a final step the students should attempt to provide tentative answers to a number of the questions that they posed during their investigations. It may be possible to suggest and check some explanations for the phenomena that were observed, for example, why some parts of an area are treed and others not, or why a gravel pit has been abandoned. While it may not be possible to verify all answers, it should be clear that each physical feature is a whole made up of many parts and that a great many features of the existing landscape can be described and explained.

An unstructured approach. Take your students to the site and allow them to observe, record, and ask questions. Spend your time observing the students. Watch for the following:

- Do students try to get a total picture of the phenomena or do they examine only details?
- Does anyone draw a plan or sketch map?
- Does anyone draw a cross-section?
- What types of information do students record or consider important?
- What senses do they use to observe?
- Does anyone attempt a "field sketch" (a simplified drawing of significant features only)?
- Do students observe patterns (e.g., layers of rock or soil, currents against the banks of a stream)?
- Do students concentrate on observable facts only or do they raise questions about the "how" and "why" of the feature?
- What topics do students discuss among themselves?

Encourage students to consider the best means of recording the knowledge they gained from the field work, that is, through a map, a drawing (sketch), photograph, diagram, chart, note, or a combination of a number of these.

On their return to the classroom, have students follow the same procedures suggested in the structured approach above.



Stops

A

B

C

D

E

	1	2	3	4	5
Seen					
Heard					
Felt					
Smelled					

Questions about things I observed and why they were there:

[illegible]

Group Tasks: Gathering Information About the Area Around the School

Materials required: pencil, paper, base map, small plastic containers.

Task: Each group is to try to describe as fully as possible the characteristics of the area using the topic that has been assigned.

Group 1 - Relief: Jim A., Ann B., _____

Group 2 - Vegetation: Judy R., Nigel T., _____

Group 3 - Soils: Maria O., Roger R., _____

Group 4 - Land use: Rob H., Tom G., _____

Group 5 - Human activity: Debbie N., Bruce Mc., _____

Group 6 - Buildings: Pearl L., _____

Note: Use drawings, diagrams, samples, photos, and so on, to record your observations in such a way that they can be explained to others in the class.

Group 4's Key Questions

A. Questions About the Area Around the School

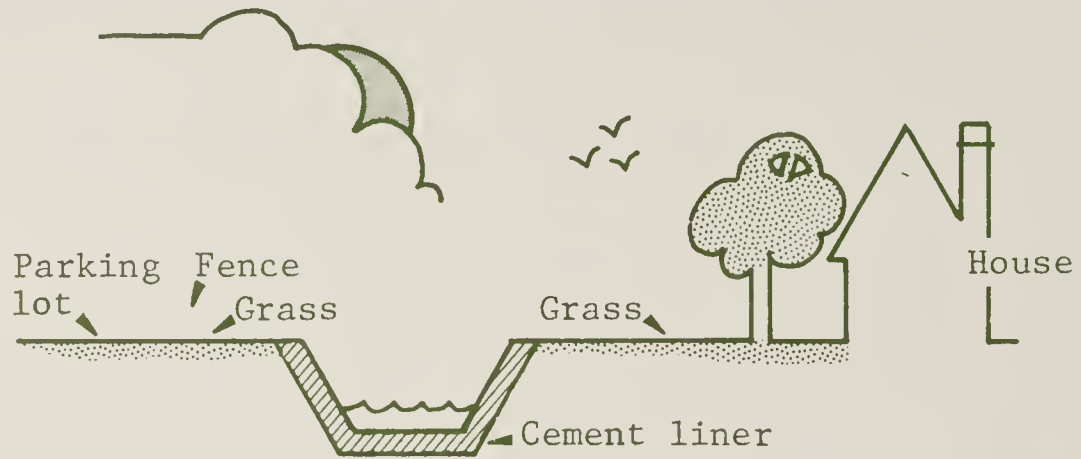
- How long have the houses been here?
- What was the area used for before the houses were built?
- Who decided to have a park?
- Is this a good place to put a school?

B. Questions About the Creek

- Who owns the creek?
- Is it a good or bad feature of the area?
- Why are the houses so far away from the creek?
- Why are there so many trees along the creek?

Cross Sections of Creek at Points B, C, and D

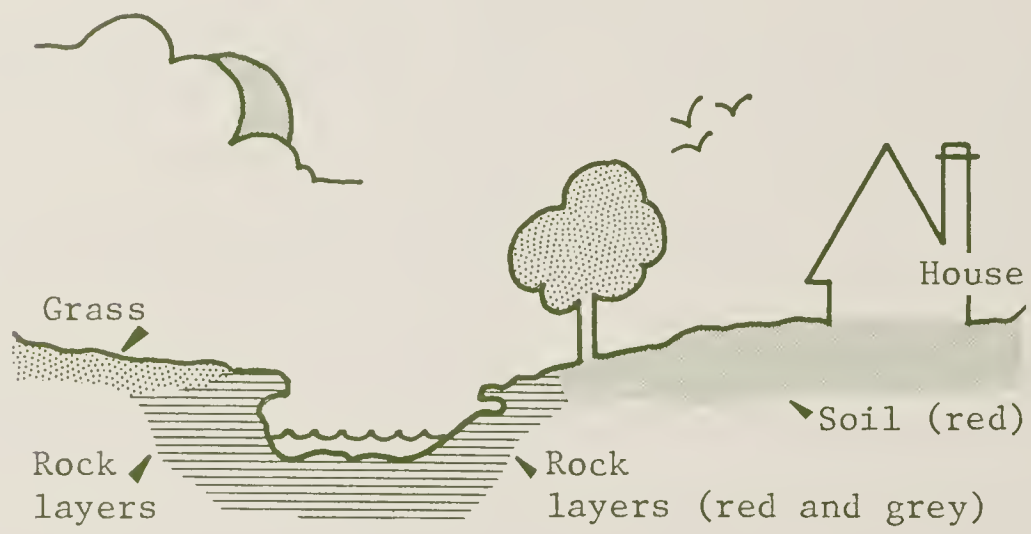
B.



C.



D.



Studying Areas That Are Known

The activity described below is designed to offer students opportunities to:

- develop the concepts of *area*, *pattern*, and *relationship*;
- examine existing knowledge from a geographical viewpoint.

Draw on the chalkboard a sketch map of the road pattern in a residential area near the school (e.g., Map 1). Ask the students to describe the road pattern. If they are having trouble, show them a contrasting pattern such as Map 2 or Map 3 and ask them to describe the differences in patterns. Have students form small groups and write down some questions that a geographer would ask about these areas. This step is helpful in generating ideas. Questions may emerge relating to the size/age/style of houses, the sizes and shapes of lots, the accessibility to main roads, and the *reasons* for any similarities and differences. For comparison purposes have students draw a simple sketch showing the road pattern in their own neighbourhood.

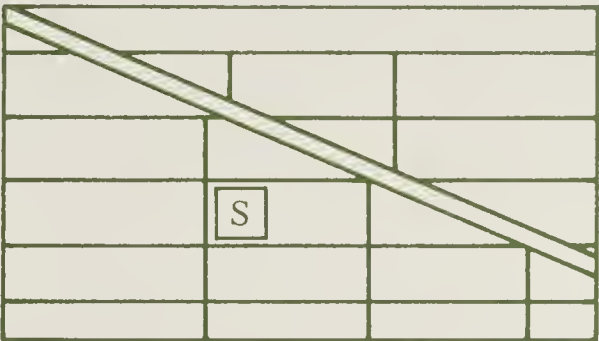
Questions such as the following may be asked to focus on the lesson objectives:

- Where in the community is the grid pattern and where is the crescent pattern?
- Which is the newer *pattern*? What evidence could an observer look for to support your suggestion?
- Is there a *relationship* (connection) between age and location? Is one pattern found in older areas and are the other patterns found in newer areas such as suburbs?
- What are the advantages and disadvantages of each pattern for the residents?
- Find examples of other road or land use patterns in the community. Sketch them.

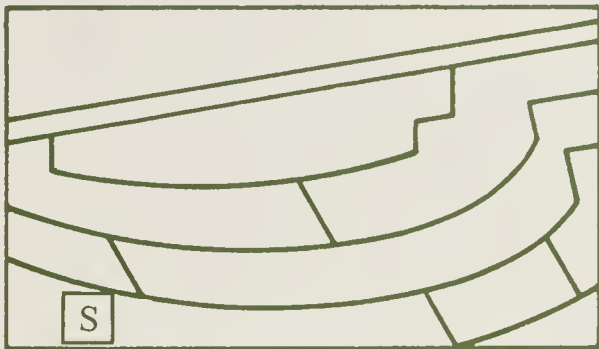
Have students investigate the reasons for the patterns that have been developed. Are any of these based on a recognition of values such as safety, privacy, aesthetic appearance, or cost of land? In rural areas, an understanding of areas, patterns, and relationships might be achieved by dealing with farm sizes, farm layouts, crop choices, and cropping practices over time.

This lesson could lead into a study of different patterns that exist in a community (e.g., roads or land use) or into a specific aspect of the community (e.g., residential land use or the location of stores, gas stations, or parks).

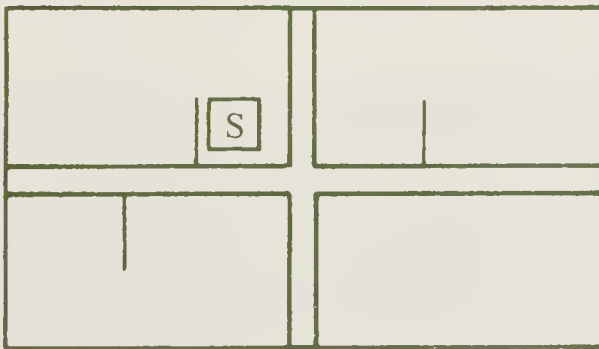
Map 1



Map 2



Map 3



 School

Weather and Climate

The activities described below are designed to give students opportunities to:

- record information over an extended period of time;
- find relationships among various climatic factors;
- differentiate between the terms “weather” and “climate”;
- practise simple skills of observation, recording, constructing graphs, and interpreting patterns.

Activity 1. Each day, record with the class the features of weather for an extended period of time (a month, a term). Since weather will vary during the day, establish a particular time (before recess, after lunch) for recording and agree on some symbols for the basic observable features – temperatures, precipitation (kind, amount), cloud cover (type, height, percentage of cover), wind (strength, direction). Elaborate equipment is not necessary; the actual task of careful observation and the categorization of variations in features can be a valuable exercise in itself. Students from different cultural backgrounds may have very different mental pictures of terms such as “hot”, “cold”, “rainy”, and “strong winds”.

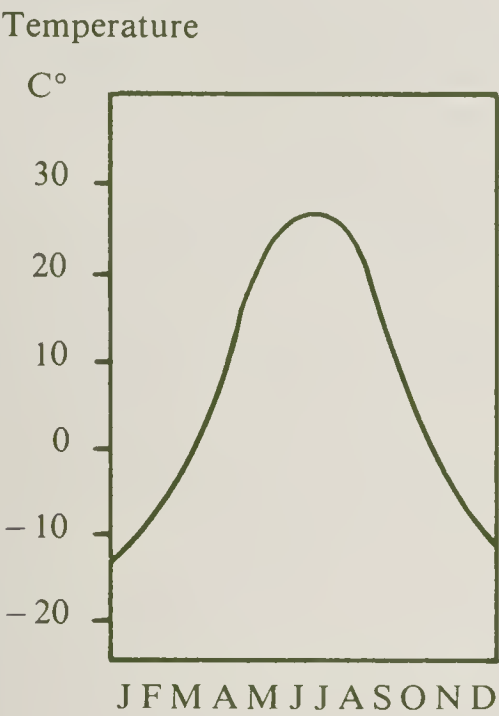
Activity 2. Using monthly averages, construct a climatic graph of the local area. A variety of graph types may be used, but there are advantages in using the type found in students’ atlases. Compare climatic graphs of areas that the students may have visited (or emigrated from) to that of the local area in order to establish variations in climate. Choose a few extreme cases (deserts, monsoon areas, icecaps) with which they are unlikely to be familiar. Have students describe some of the effects that different climatic conditions have on peoples’ lives.

Activity 3. Ask the students to study Graph 1 and Graph 2 and describe the pattern shown. A simple statement that both are low in December and January and that both rise to a high in June and July indicates that a student can “read” the graphs. The degree of precision required (e.g., January temperatures average -15°C) will depend on the students. If they can’t see the pattern or cannot articulate it, ask them to study Graph 1 and Graph 3 and describe the pattern in each.

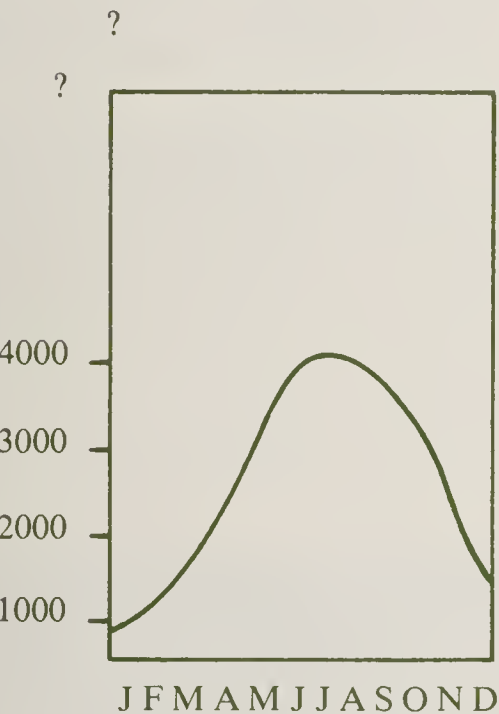
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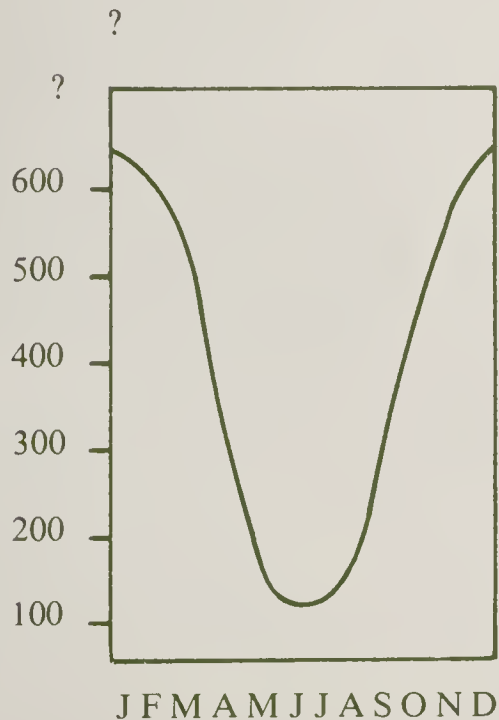
Graph 1



Graph 2



Graph 3



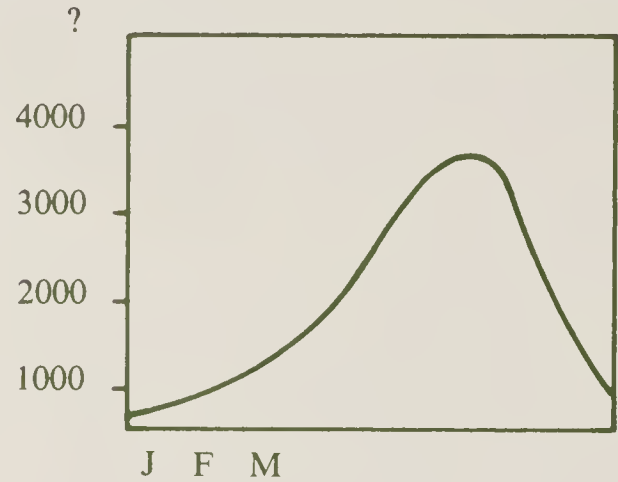
Without describing the pattern, you have now directed their attention to the shape of the curves, and most students will be able to state that one curve goes up when the other goes down. This activity can be used to emphasize an important point about the presentation of information. The lines on the graph provide a way to present information on phenomena such as temperature so that it forms a distinctive pattern that can be compared readily with similar information from other places. Being able to put large amounts of information into graphic forms and, conversely, being able to interpret information presented in graphic forms are skills that have wide application.

Activity 4. Refer the students to Graphs 1 and 2. Explain that both could be from their local area. Ask them to suggest what Graph 2 could be illustrating. Is it the number of people in the park? The number of cars with open windows? The energy used by air conditioners? Encourage students to scan their environment for possible relationships. Pose the same question for Graphs 1 and 3. Do these show local fuel consumption? The amount of fodder used by farmers? The number of people wearing coats?

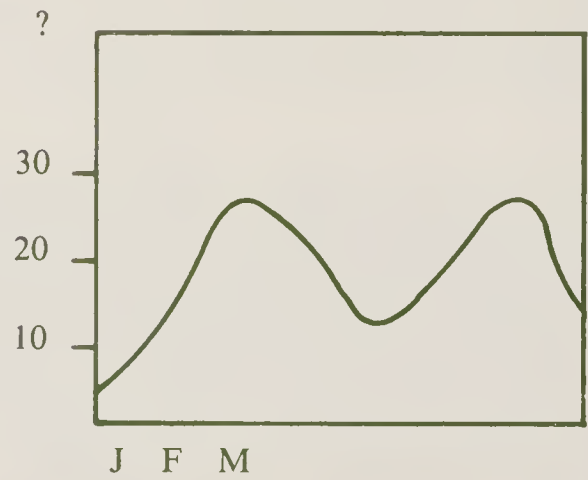


Then introduce two more graphs, slightly more complex (as shown in Graphs 4 and 5) and ask for possible titles. The suggestions may include such items as vegetable production, the amount of suntan lotion sold, or the number of colds or traffic accidents.

Graph 4



Graph 5



When students suggest explanations for the patterns they observe, they are in effect hypothesizing. Most students enjoy hypothesizing, and it gives them practice in seeking patterns and relationships while becoming more aware of their local environment. The weather chart and climatic graph can be used throughout the year to establish significant relationships between temperatures and occurrences such as the first killing frost, the closing of the Seaway, snow tires on cars, the appearance of potholes in roads, the time to change the weight of outer clothing, and the price of fresh vegetables. As other topics are studied, the climatic graph and information on local weather conditions may be used as a constant reference. Students will find it a great help in “accurate imagining”.

To complete the activity, have students test their hypotheses by presenting evidence to support or disprove their explanations. In rural areas, it would be useful to identify the dates that are observed locally for ploughing, seeding, harvesting, and other similar activities. This helps to establish the appropriateness of climatic conditions for key local crops. These too can be compared or contrasted with conditions and crops elsewhere.

Activity 5. Climatic graphs show precipitation using bars. Activities similar to those described in activities 1 to 3 can be used to develop an understanding of how bar graphs are used to convey information.



Land-Use Patterns

The activities described below are designed to give students opportunities to:

- observe features of the landscape that have been created by humans;
- classify data into meaningful categories;
- map land use from acquired data;
- identify and account for patterns of the landscape created by humans;
- consider the appropriateness of land use in a chosen area.

Activity 1. Have students list all the uses of land in the community (or neighbourhood) with which they are familiar.

Activity 2. Choose a street near the school that exhibits a variety of land uses and, during one class period, take the students on an observation walk. Have them record the use being made of each parcel of land.

Jug Milk Store	Vacant Lot	Barber Shop	Bicycle Repair Shop	Apartment Building (7 stories)
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Service Station	Flower Shop	Dry Cleaner Outlet	House	House	Funeral Home
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On return to school have students compare the data collected with their list of land uses. Discuss whether the mapping of land use results in an accurate representation of the real world.

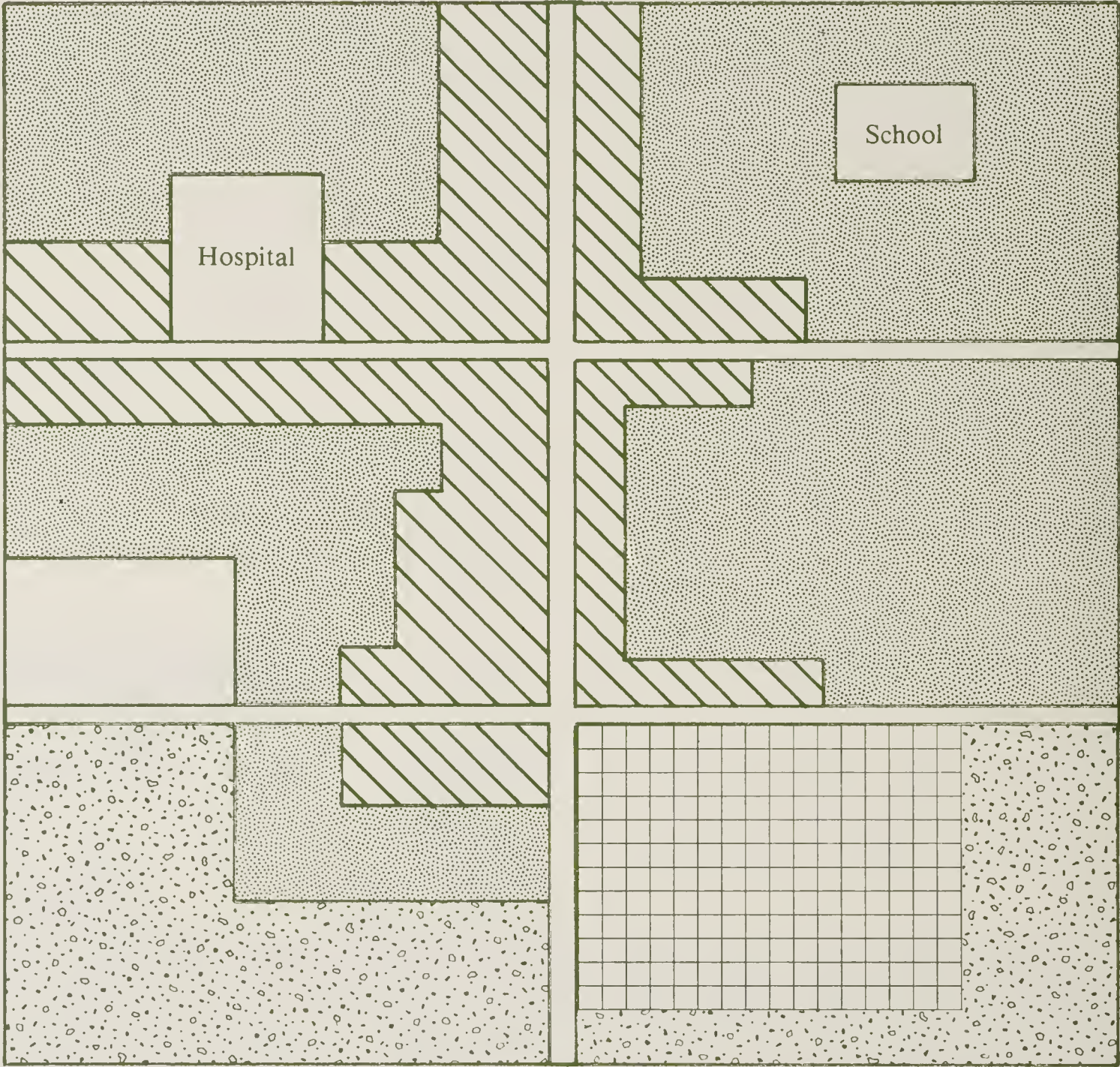
Add to the list developed in activity 1 any land uses not previously identified.

Activity 3. Have students work in teams to group similar land uses into classifications of the land uses in the community (five to six classes will be adequate). If they are having difficulty, refer them to ways of classifying things with which they are familiar such as grades (age as a criterion), where they are allowed to go at night (distance from home and safety as criteria), and their clothing (the activity they are taking part in as a criterion). Then direct them to focus their attention on what the land is being used for, that is, what the people are doing there or how the land has been modified in order to be used for some purpose. The following is an example of a simple classification:

- residential: houses, apartments
- industrial: factories, mines, processing plants, etc., that produce a raw material or manufacture a product
- commercial: stores, garages, etc., that sell goods or services to the public
- agricultural: cropland, grassland, woodland
- institutional: schools, hospitals, police stations, open space



Have students block in the main land uses of the area around the school on a base map. The map might look something like the one reproduced here.



- Key
-  Industrial
 -  Commercial
 -  Agricultural
 -  Residential
 -  Vacant

Have students bring in pictures (postcards, snapshots, newspaper pictures) that illustrate the different land uses. Post them around the class map. If possible, have students compare their map with a land-use map prepared by a planning department. Have them look for and explain any differences.

Have students look for examples of land uses in their community that, in their opinion, are particularly good or bad. Have them give reasons for their opinions.

In some communities there may be a current or ongoing controversy about a land-use issue. Students can gather information and opinions and hold a class discussion on the issues involved.

Activity 4. Since the search for patterns is such a significant part of a geographer's task, it is worth while providing time for students to identify the patterns. Have them explain what "pattern" means to them. Patterns in geography include areal patterns, patterns over time, and patterns of organization.

The students will probably produce the three most common meanings of pattern:

- a model of working instructions from which things can be made (e.g., a dress pattern);
- a pattern such as that found on cloth and wallpaper;
- patterns in mathematics.

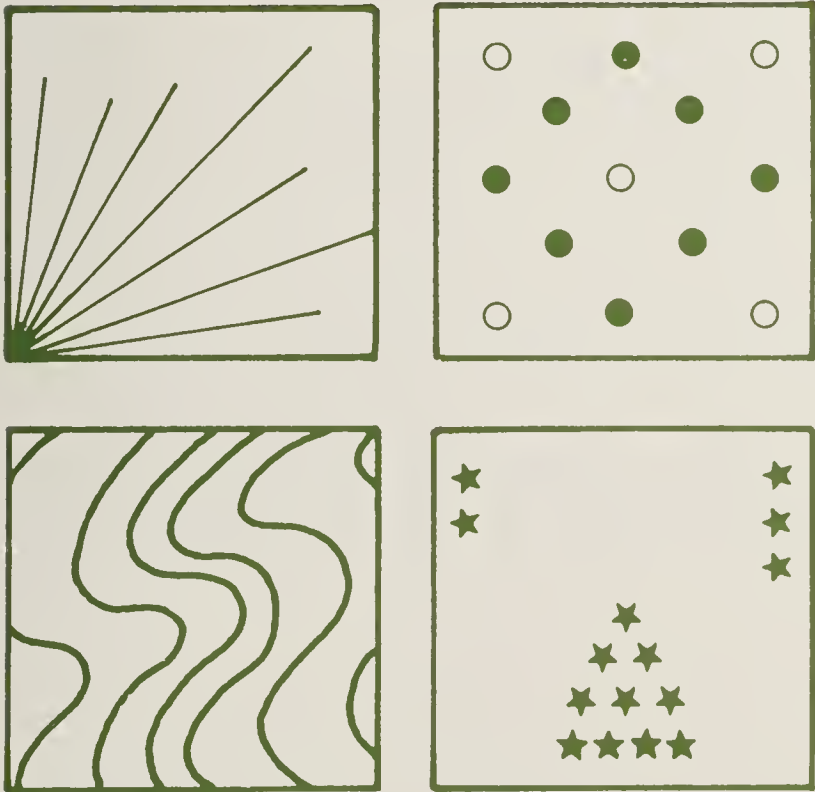
Have them concentrate on the second meaning and give you more information about what they understand by it. Several examples of patterns, such as those reproduced here, may stimulate their thinking.

The two main aspects of "pattern" that you will be using in your geography class are:

- *distribution.* Patterns may be described by many characteristics such as spacing, lines, circles, and grids;
- *intensity of occurrence or density.* This concept may be verbalized by statements such as "There are many here, but beside it there are none" or "There are many here, but as you move in this direction, the number gradually decreases".

Students may identify patterns on their land-use map. Their grasp of the concept of areal patterns will be indicated by such statements as "Most of the green colour is in the southwest corner" or "There is a yellow block on most street corners."

Some patterns are not obvious, especially to an untrained eye, and will require time to be identified. After students have presented their observations, summarize their findings to bring out any significant relationships (e.g., the warehouses are along the railway line or schools are usually found in residential areas). *Don't ignore the obvious.* Many simple patterns may provide ideas for more complex concepts. For example, an examination of why variety stores are often on corners can lay a foundation for building the concept of accessibility.



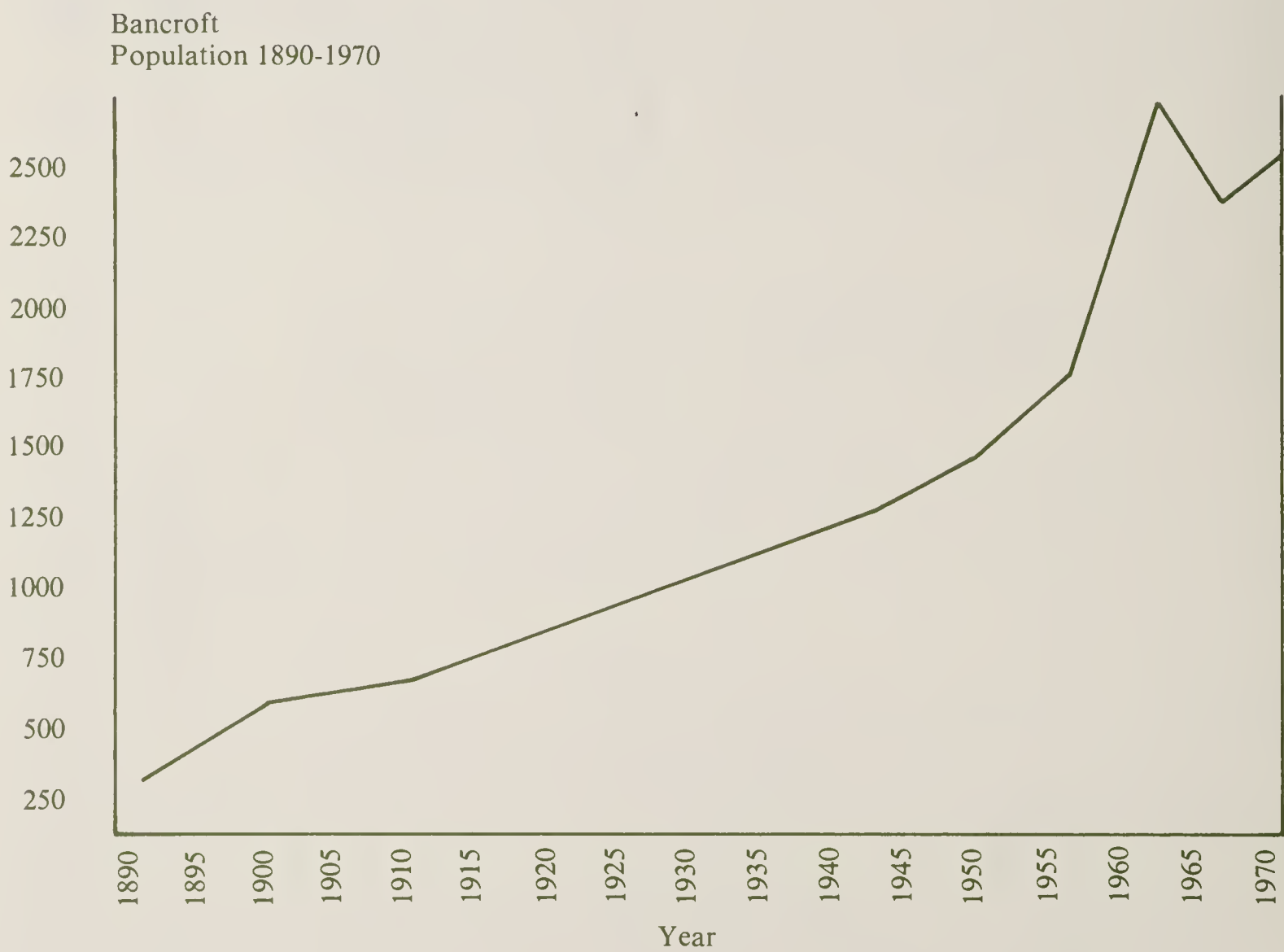
Settlement Patterns

The activities suggested in this section are designed to:

- develop the concept of change;
- illustrate relationships between geography and history;
- identify patterns and relationships among factors associated with settlement.

Through planning and timing, this topic may be integrated with a similar topic in history. Many of the same data can be used in both courses, thus reinforcing students' learning, but the different ways of handling the information will help students to see two different perspectives of the same area.

Activity 1. Prepare a large (bulletin-board size) line graph showing population growth for the locality. In the graph below Bancroft has been used as an example.



Ask students to describe the pattern of population change, that is, to identify periods of growth, decline, or stability. The establishment of relationships between factors that may have influenced growth and actual population changes may be difficult for students with a limited background in the history and economics of the local area. You may wish to provide these students with a list of possible reasons for the population changes. (Such a list has been provided for the locality of Bancroft.) The students' research is then directed to discovering when and how each factor influenced the population change.

If possible, have students identify the dates when and the reasons why members of their families moved into or out of the locality. Some students may be able to provide information going back several generations. Students can then relate the experience of their families to the population changes shown in the graph.

Events Influencing the Population of Bancroft	
1850s	Colonization road built from lakeshore north into forests.
1900	Central Ontario Railway linking Bancroft to Trenton and Picton started operation.
1922	Department of Lands and Forests came to Bancroft.
1929	Red Cross Hospital opened.
1930s	Uranium mines opened.
1937	Department of Highways took over municipal roads.
1939	O.P.P. detachment established in Bancroft.
1950s	The Madawaska Valley and the Highlands of Hastings tourist associations established.
1959	Bancroft selected as location of Ontario Hydro regional office.
1961	Uranium mines cut production drastically.
1967	North Hastings District County and Board of Education offices established in Bancroft.

If time permits, it may be useful as well to list events happening in Canada and elsewhere in the world that might have had an effect on the fortunes of the community.

Growth of the Community

As well as having students examine the growth of their community through time, it is useful to have them examine the spatial growth or decline of the community. The examination of historical maps can lead to a lesson on the relationships between features of the physical and human landscape and the physical expansion of the community.

You can provide local maps that isolate single variables that may have influenced patterns of growth, such as relief and bodies of water, settlement and routes of Native peoples, vegetation, early settlement, and mineral deposits. Students can take two of the maps and attempt to see if there are any relationships between two of the variables. If there is an obvious relationship, the next step would involve articulating this relationship and writing it down. With six or seven single-variable maps, the possible combinations available will allow for a variety of responses from students. Students who seem comfortable with two variables may wish to try relating three variables such as routes, relief, and settlement in order to see patterns.

As time passes, certain new variables emerge as significant factors influencing growth patterns. For example, a mineral deposit that had no relationship to earlier settlement may become a dominant factor; falls and streams that had determined the location of mills in earlier days may show no relationship to present settlement.

In the process of investigating these changing relationships, students will be encountering basic elements of geographic studies as listed on pages 40 to 43 of the Intermediate Division guideline. For example, the building of the railway encouraged trade and industry (spatial interaction); white pine was no longer needed for ship-building (resources); developing technology made possible the construction of a hydro station (constant change).

It will be useful to have students debate or discuss their explanations for the main causes for periods of growth or decline. This can help to make clear that a development is seldom caused by a single factor but usually by a number of factors acting simultaneously. It also provides students with an opportunity to judge the relative importance of factors and to reach a synthesis of the explanations.

As a final step, students might be encouraged to speculate about events or developments in society that are likely to affect the future of the community. For example, such factors might include energy shortages, changes in lifestyles, new roads, or innovations in transportation. Community newspapers are often a useful source of information. One part of this activity could be an evaluation of the future career opportunities available to students within their community and surrounding communities.

Functions of a Community

The following activity provides students with opportunities to:

- classify information;
- present and derive information using tabular forms;
- develop a classification system for the functions of a community.

Compile a list of occupations represented by the parents of the children in the classroom. Using a brainstorming technique, develop a list of other occupations in Canada. Group the occupations according to the following classification (used by Statistics Canada to enumerate the labour force). Several of the terms may be new to the students and may be incorporated into your language arts program.

Primary or Extractive

- agriculture
- forestry
- fishing and trapping
- mines, quarries, and oil wells

Secondary or Manufacturing

- manufacturing
- construction

Tertiary or Service

- transportation, communications, and other utilities
- trade
- finance, insurance, and real estate
- community, business, and personal service
- public administration and defence
- homemaking

The class data may be illustrated using a bar graph. This class sample may then be compared to a bar graph prepared by one of the students (or by you) to illustrate the same information for the entire community. (Data for the local area are available from Statistics Canada.) Any differences should be discussed and explained. Note that one class sample is unlikely to be representative.

The community bar graph can also be used to help establish patterns (e.g., the functions most characteristic of the community, the functions for which the locality is dependent on some other region or city). At the same time, explanations can be given and important relationships established (e.g., “Manufacturing is a significant function of this community because . . .”).



Bulletin-Board Displays

If the geography of the local area is to be used for reference throughout the course, a current bulletin-board display may be both an excellent starting point for lessons and a constant that can be referred to when needed.

A central feature of the display could be the topographic map of the area from the 1:50 000 series. Because it is printed in full colour, students find it easy to use it to distinguish features (e.g., land from water or wooded areas from built-up areas) and to develop new perspectives (e.g., an aerial view of the locality). Pictures illustrating features of the area can be placed around the map. Photos and maps from outside the local area can be placed beside those with which the students are familiar in order to focus on similarities or differences (e.g., a local orchard and a banana plantation or a local quarry and a Chilean copper mine). Photographs of individual features might be taken by members of the class or clipped from tourist literature or magazines. Vertical or oblique air photos, which often show features or patterns not easily observed from the ground, may also be included in the display.



If the display is to be more than a “scrapbook”, the students need to do something with the pictures. One suggestion is to have them write captions that highlight some aspect of geography (e.g., “The city hall is built of local limestone quarried at St. Mary’s” or “Cottagers crowd Highway 401 every weekend, on their way from Toronto to Muskoka”). As students become more proficient, be more exacting in your requirements. For example, you might ask that all captions relate to climate in one month, to functions in another month, and to the multicultural character of the locality in a third month.

Actual pictures of a feature can be used to give the students practice in orienting themselves in time and space. Questions such as the following can be asked, with students required to present evidence that supports their answers:

- Where was the photographer located when taking this picture?
- What time of day was it?
- In what season was the photograph taken?
- How old is the photograph?

A useful way of highlighting outstanding features on maps and photographs is to cover the illustration with a clear acetate overlay and to outline the features with a marking pencil.



Guest Speakers

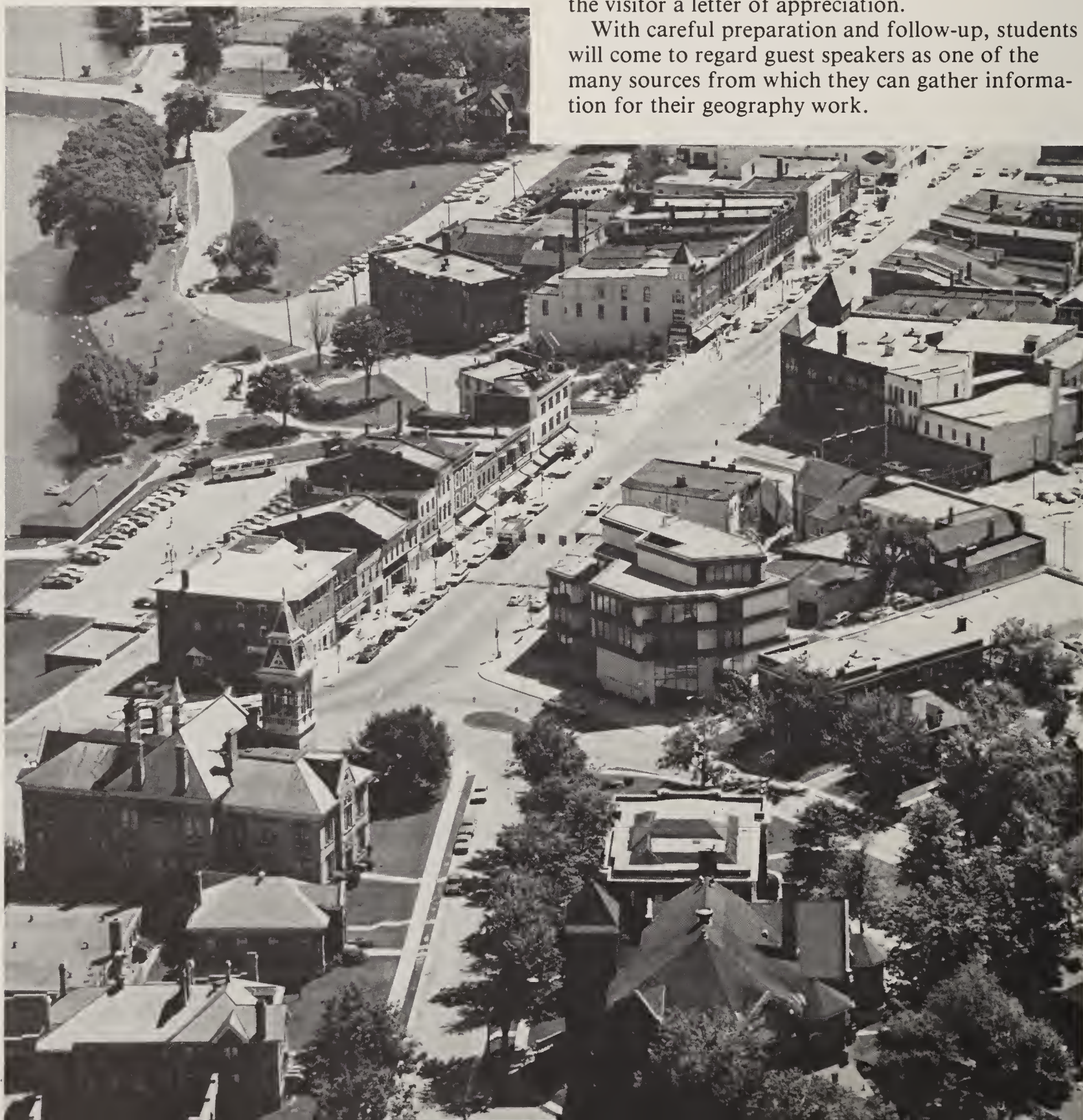
Studies of the locality can be enhanced by the specialized knowledge, experience, and interest of local citizens: a member of the local planning board, a land developer, a real-estate agent, an employee of a local industry, a member of the local historical-geographical society, or a long-time resident of the community. If such a visit is to be valuable, it is essential that its purpose be clear to both speaker and audience. In most instances one would not expect a visitor to give a geography lesson. One would expect interesting information presented from a distinctive point of view and enlivened by personal anecdotes and opinions. This would be the raw material for a subsequent lesson when the facts and ideas would be examined in a "geographical" context. For example, after a visit by a long-time resident, the class could go back to the maps showing spatial growth of the community and develop fuller explanations of the changes. After a visit by a real-estate agent, students could compare a professional opinion as to what constitutes a desirable neighbourhood with their own values regarding residential quality.

The most important requirements of a guest speaker are the ability to relate to children in this age group, to know which aspects of his or her special field would be of interest, and to be able to respond to questions. It is helpful if you discuss with the guest the students' background and the purpose of the visit. The time allotment for the visit should be clearly specified.

When preparing the class for the visitor, be sure that your students are aware of the purpose of the visit. They should be alert to special points of view and personal opinions. A brief discussion on what they hope to learn from the presentation and of any planned follow-up activities will help to focus their listening and their questions.

The presence of a guest speaker can provide students with opportunities to practise some of the skills learned in language arts and to undertake some of the responsibilities involved in meeting, introducing, or thanking the speaker or in arranging for resource materials and equipment. Students can also practise their language arts skills by writing reports on the visitor's presentation or by writing the visitor a letter of appreciation.

With careful preparation and follow-up, students will come to regard guest speakers as one of the many sources from which they can gather information for their geography work.



Evaluation

The evaluation of a unit of work based on the local area is important. Care must be taken to ensure that the focus of the study is the basis for the evaluation. If the study of the locality is used as the vehicle for introducing “new” skills, the students should feel free to experiment and to practise the skills so that they can develop confidence before being tested. In the activities on weather and climate, for example, students should be encouraged to produce ideas and to use their imaginations to search for possible relationships without the constraint of having to look for the “right” answer. After they are familiar with the graphs and have practised interpretation skills, a suitable test of their skill would be for them to interpret a climate graph of another location with the aid of an atlas.

One of the aims of this unit is for students to increase their knowledge of the community. However, not every item needs to be taught in class. For example, after discussing functions of the community in class and examining one of these functions in detail, students might undertake the examination of another function as an individual project. Students will need guidance in focusing their research. For a topic such as “Recreation Facilities”, the guidelines of an assignment might read as follows:

1. Choose a recreation facility in this community (e.g., library, rink, park, theatre) and plan your own field trip to examine it. Use a base map and notebook to record important details. Draw sketches to illustrate special features.
2. Your account should include a brief description of the facility and answers to questions such as the following:
 - Who uses the facility (e.g., age groups, organizations), and when (winter, summer, day, evening)?
 - Who finances it (city council, club, individual users)?
 - Where is it located in relationship to its users? (How do they get there? How far do they come?)
 - What is the site of the facility like (area, relief, etc.)?
 - What service does it provide to the community and how might it be improved?
3. One or more maps are required in your presentation. Use sketches and/or pictures to illustrate specific points. Two or three written pages stating your observations and explanations are adequate.

4. Your field notes and sketches will be checked on (a specific date). You can get help in organizing the written work at this time. The completed assignment is due on (a specific date).

5. Credit will be given for:

- evidence of accurate observation
- neatly drawn, clearly labelled sketch maps, diagrams, or pictures
- clearly stated relationships and explanations

Resources for teachers preparing a unit on the locality have been subdivided into two categories: a “locality kit”, and reference materials.

Once a collection of materials has been started, you and your students can add materials as they are gathered. The importance of a locally prepared locality kit, as outlined below, cannot be over-estimated. A collection of materials that is *readily* available greatly enhances the likelihood of successful and interesting locality-study units.

Locality Kit

Item	Sources
1. Maps	
– Ontario road map	Ontario Ministry of Transportation and Communications, 1201 Wilson Avenue, Downsview, Ontario M3M 1J8
– county road map	
– topographic map	Map Distribution Office, Surveys and Mapping Branch, Department of Energy, Mines and Resources, 580 Booth Street, Ottawa, Ontario K1A 0E4
– geological road map (1979)	Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2
– city and county maps	Local municipal office, chamber of commerce, local planning board, planning sections of local boards of education
– historical maps	Local library or historical society
– base maps	These would be prepared locally and reproductions made as needed. They should be simple so that students can add their own information. The collection might include: <ul style="list-style-type: none">– main relief and drainage features– major communications systems– early settlement– settlement at specific times in history
2. Air photos	<ul style="list-style-type: none">– National Air Photo Library– Surveys and Mapping Branch, Department of Energy, Mines and Resources, 580 Booth Street, Ottawa, Ontario K1A 0E4– Private companies (e.g., Lockwood Survey Corporation)– Miller Services Ltd.– Local photography– Pilots

Item	Sources
3. Pictures, pamphlets, brochures, newspaper articles	Local sources and provincial offices (e.g., chamber of commerce, tourist bureau, local industries, real-estate firms, citizens' groups, historical/geographical association)
4. Slides	Locally prepared slides of historical sites, geographical features, land-use types, economic activities, cultural features, etc.
5. Guests	Compile a list of available guest speakers and their topics, as well as a bank of taped interviews or taped talks by local citizens and guest speakers to prevent overusing this resource.
6. Statistics	<ul style="list-style-type: none"> - Planning boards and municipal offices - Statistics Canada, <i>Canada Yearbook</i> for census tract data - Meteorological Branch, Department of Transportation, Ottawa, or local weather station
7. Chronological index	Locally produced set of cards, indexing all events of historical or geographic significance in the development of the community
8. Local industries	Compile a list of local factories, farms, mines, forest operations, service centres, etc., that will accept student tours. Include times and conditions of admission.
9. Unique items	<ul style="list-style-type: none"> - Diaries of older citizens - Old newspapers, letters - Old photographs - Artifacts - Municipal bylaws, official plans - Sample field studies

Reference Materials

Ontario, Ministry of Agriculture and Food. *Agricultural Statistics for Ontario*. Toronto: Ministry of Agriculture and Food, annual.

This yearly publication is full of useful data for mapping exercises that compare localities across Ontario.

Ontario, Ministry of Education. *Community Study*. Toronto: Ministry of Education, Ontario, 1977.

This support document to *The Formative Years* contains suggestions for activities to help students become familiar with their community. The data-gathering activities are frequently as appropriate for teenagers as for children in the Junior Division. Follow-up activities can be adapted to meet the aims of an Intermediate Division geography course.

_____. *Discover Ontario Through the Road Map*. Rev. ed. Toronto: Ministry of Education, Ontario, 1979.

The activities suggested in this support document to *The Formative Years* can be used as a review in the Intermediate Division. The ideas behind the activities can be readily adapted for use with other kinds of maps.

_____. *Out-of-Classroom Experiences*. Toronto: Ministry of Education, Ontario, 1977.

This support document to *The Formative Years* gives practical suggestions for devising appropriate out-of-classroom experiences for children in the Primary and Junior divisions. It is helpful for Intermediate Division teachers in planning a smooth transition to the more formal study of geography.

Scanlan, Tom. *Neighbourhood Geography*. Toronto: Is Five Foundation, 1978.

This interesting field-studies manual explains in detail the use of field work in the local area as it pertains to land use, traffic, and the range of a child's activity and recreational preferences. A variety of mapping and graphing techniques are presented.

Statistics Canada. *Canada Yearbook*. Ottawa: Supply and Services Canada, annual.

This mammoth collection of information can be used to place the locality in perspective with the rest of Canada.

Vincent, C. *Metric for Geographers*. Toronto: Gage, 1975.

This book is indispensable to teachers, since most of the data in reference materials are still in imperial measures.